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ABSTRACT

Correctional education faces a great challenge--withstanding the temptation to become complacent while aggressively seeking new directions at a time when it has reached a stage of satisfying and successful growth. In the future, corrections will rely on a contractual model with motivated volunteer clients who know that their participation will enable them to act more responsibly. The ideal program for a juvenile facility will be a three-phase endeavor with an orientation/diagnostic phase: an intermediate phase of academic and skill-building programs, leisure time/health activities, and social interaction opportunities; and a final phase devoted to adjustment and integration into the community. For adults, a desirable system would require the interface of all elements of correctional education, i.e., client behaviors, facilities, climate, staff, finances, hardware/software, and corrections functions. (Author/HLM)

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CORRECTIONAL EDUCATION:

A PROJECTION FOR THE FUTURE

T. A. Ryan, Editor

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University of South Carolina
Columbia, South Carolina
1977

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Preface

Make no little plans,
They have no magic to stir men's blood.
Make big plans, aim high in hope and work
and let your watchword be order and your
beacon beauty. David Burnham

One of the key elements in systematic planning is projecting the ideal. The projection of the ideal is a critical element in assessing needs of a system. The projection of the ideal establishes the idealistic, intrinsic subgoals for an organization, as well as providing the basis for formulating alternative means for achieving system objectives.

This special publication is devoted entirely to the projection of ideal systems for correctional education. The publication, which is being sent without charge to SOD members, contains three articles. The first, an article by T. A. Ryan, Program Director, Planning, Implementation, and Evaluation in Corrections, and Associate Dean, College of Criminal Justice, University of South Carolina, establishes the conceptual framework within which ideal projections for correctional education will be made. This is followed by an ideal projection developed by Margaret C. Hambrick, Supervisor of Education, Federal Correctional Institution, Alderson, West Virginia, for a correctional education system to serve youthful offenders. Finally, there is an ideal projection developed by James B. Orrell, Principal, Bayview Schools, San Quentin State Prison, California, for a correctional education system to serve adult offenders. The projections for ideal systems to serve youth and adults were presented July 20, 1977 at the International Correctional Education meeting held in Houston, Texas.

T. A. Ryan

Columbia, South Carolina 01 August 1977

CHAPTER I

CORRECTIONAL EDUCATION: THE FUTURE CHALLENGE

T. A. Ryan[1]

Introduction

Correctional education today faces one of the greatest challenges of all times. This is the challenge to withstand the temptation to complacency while aggressively seeking for new directions and new configurations at a time when correctional education admittedly has reached a stage of growth to justify basking in an aura of success and satisfaction.

Correctional educators cannot afford the luxury of being satisfied with the successes which are being attributed to their programs and the recognition which is being given for their efforts. Had Henry Ford been satisfied with the success which accompanied his invention of the automobile, had we been willing to accept the World War I single-engined propeller-driven manner bomber as the ultimate in air defense, we would have closed the door to any future development of military power, of air and space and land travel. In fact, we would have cast the die of doom insofar as the possibility of this nation becoming a dominant power in the twentieth century was concerned. Our unwillingness to accept with equanimity the status quo of the first decade in the twentieth century and our continued investment of resources in the development of new systems of transportation to meet demands and conditions of changing times have been significant factors in contributing to the position of greatness and the worldwide recognition which we enjoy today. The great need in correctional education today is for the same kind of dissatisfaction with the status quo, the same kind of drive for innovation, the same

kind of investment in future-oriented planning which have characterized this nation over the last three-quarters of a century.

We need to look briefly at where we have been, to establish a historical perspective as the basis for where we are going. We need to look at where we are, to enable us to set the direction for our future course of action. We need to invest heavily the resources that we have today in planning correctional education systems for tomorrow. Change is inevitable. Planning is essential for survival. Planned change is essential for growth.

Correctional Education: An Historical Perspective

The history of correctional education covers a relatively short span of time. Eckenrode (1971) observed that correctional education is only forty or fifty years old, although prisons came into existence in this country some 200 years ago. The genesis of correctional education can be traced to the early attempts by the chaplains to reform the prisoners. Conducted at night or on Sundays, the classes were usually characterized by ". . . the chaplain standing in the semi-dark corridor, before the cell door, with a dingy lantern hanging to the grated bars, and teaching to the wretched convict in the darkness beyond the grated door the rudiments of reading or numbers" (Lewis, 1922, p. 341).

The first school for public offenders was established in Maryland during the 1830's, and in 1844 a library was established at the Eastern Penitentiary of Pennsylvania (Roberts, 1972). In 1847 a law was passed in New York State providing for the appointment of secular teachers,

supervised by chaplains, in the State's prisons (Wines and Dwight, 1967). An industrial program was developed at the Detroit Home of Correction in 1861. The prevailing situation with regard to education and training of inmates generally did not gain much in momentum, however, prior to 1870 when the American Prison Association was formed, with the express purpose of professionalizing the penal system and implementing principles of rehabilitation, humanitarian treatment of offenders, and reduction of crime through application of behavioral sciences. In 1870 only 8,000 inmates out of a total of some 20,000 illiterate prisoners were receiving any form of instruction (Roberts, 1972). In spite of the declaration at the National Prison Association's Conference in 1870 that education was of primary importance, it was not until after the establishment of the Federal Prison System in 1930 and the appointment of a supervisor of education at each federal institution that any significant progress was made in correctional education in the state systems.

In 1933, a Bureau of Prisons' report referred to the education and training of inmates by noting that the major emphasis in educational work was placed on providing academic instruction for inmates of low educational levels and for illiterates. Opportunities for other inmates were limited to a few correspondence courses. Vocational training had not developed to any appreciable degree because of the lack of shop facilities and trained shop instructors. Prior to 1930 education in the nations' prisons was little more than an attempt to eradicate illiteracy. Libraries were inadequate and poorly organized and did not serve as vehicles of education. In 1930, by Act of Congress, the

Federal Bureau of Prisons was created and became responsible for administration of a federal prison system. In 1934 Congress approved the establishment of Federal Prison Industries, a wholly government owned corporation which would manufacture products and provide services for other federal agencies. Under provisions of the Federal Prison Industries Act, prison industries would serve as an activating force for learning. The Act provided for employment for all physically fit inmates in the federal penal and correctional institutions and provided for vocational training of qualified inmates. It was stated that through employment in industries inmates would be assured maximum opportunity to acquire knowledge and skills in trades and occupations which provide them with a means of earning a living upon release. Shortly after the establishment of the Federal Prison Industries, the Bureau established a position in the Central Office in Washington entitled Superintendent of Vocational Education and Training. The responsibility of the Director was to plan, administer, and develop programs in the institutions to provide education which would improve the occupational skills of federal offenders so they could participate in a more socially acceptable and productive life upon release.

In 1934, both the state of New York and the Federal Prison System established compulsory courses for functionally illiterate inmates. From these early beginnings there has been a steady increase in the scope of education and training in both state and local correctional systems. The development of sociological and psychological theories contributed significantly to the development of correctional education.

Martin (1973) points out that one of the most important influences to affect the philosophy of correctional education was the concept of socialization proposed in the Report of the Englehardt Commission (Englehardt, 1939), which conceptualized the objective of prison education as the socialization of inmates through varied activities with emphasis on individual inmates needs.

The Manpower Development and Training Act of 1962 provided funds which were used by many states to support intensive educational and vocational training for offenders. In 1967, with support from the Office of Economic Opportunity, Project Newgate was initiated. This provided for post-secondary education in the rehabilitation of inmates through a full-time program encompassing pre-release counseling, intensive education, and a post-release program of guidance and therapeutic support. A 1968 survey of college-level instruction found that 36% of the state's prison systems provided some sort of academic program, with slightly more than 1% of the inmates participating (Adams, 1968).

Since the time of the early beginnings of education and training in correctional institutions, and particularly since the establishment of the Federal Bureau of Prisons in 1930, there has been a steady increase in the educational and vocational opportunities for inmates. The Federal Bureau of Prisons has expanded the scope of education and training for federal inmates, while at the same time continuing to subscribe to the fundamental philosophy which recognizes education as an important function in the care, custody, and correction of offenders (U. S. Department of Justice, N.D.). State correctional systems have expanded their ef-

forts to provide education and training for offenders in their care, and great strides have been made in developing educational programs for inmates in jail settings.

Correctional Education in the 1970's

Correctional education had come into its own by the end of the sixties. By 1977, the educational systems in correctional institutions were generally accepted as being important and essential. Compared to the situation just a century ago, correctional education could be said to have reached a pinnacle of success by the time the last quarter of the century was underway. Compared to public education in the United States, it could only be said that correctional education moved farther and faster in developing comprehensive systems which were geared to the needs of the individuals and compatible with the environments in which they were to operate.

Correctional education has made great strides in the development of and implementation of technology. The use of individually prescribed instruction long has been a cornerstone of correctional education. Computerized instruction, closed-circuit television, the talking telephone hookup to distant institutions of higher education, the teaching machine, the learning carrels, the videotape, the media modules--all these have long been part of correctional education systems. The development of specialized programs to prepare individuals for high school equivalency certification is routine in correctional education. Vocational education and training are provided in practically all correctional institu-

tions. Sophisticated equipment is available and linkage is established to apprenticeship programs as part of the vocational training offered in correctional institutions. The use of behavioral objectives, skill cluster stations, skill competency based curricula, job analyses, and task analyses are commonly found in correctional settings. Non-traditional staffing patterns, and non-traditional facility designs are typical. Learning centers and instructional materials resource centers are widely used. Special curricula to meet the needs of special groups are generally found. Programs to develop culture awareness and appreciation for diverse cultural heritages are strongly developed. Social education, career education, and recreation have been looked on as priority concerns. There are college programs, work-study programs, and study-release programs.

In a nutshell, it might be said with assurance and conviction that correctional education has developed to the point of having the capability for meeting the educational and training needs of offenders in the nation's correctional systems of 1977. But, this is not enough. Correctional education must look to the future, and must develop a capability for meeting the needs for education and training of offenders under vastly changed and changing conditions in a dramatically different environment. It is the thesis of this paper that the kind of future-oriented planning that is called for if correctional education is to remain a viable component of the total criminal justice system can be achieved only by systematic planning.

Systematic Planning for Correctional Education

Systematic planning of correctional education requires at the outset a recognition that the planning process is never completed, that plans are never absolutes or final products. Rather, the process is dynamic, ongoing, and future-oriented. Plans are tentative, subject to conditional implementation, evaluation, and modification in an iterative cycle which ceases only when the time is reached for destructing the entire system.

Systematic planning has three components: (1) planning the goals to be reached and the means for accomplishing these desired ends; (2) planning the implementation; and (3) planning the evaluation. A critical element in this entire process is projecting the ideal. This takes place as an integral part of planning the goals to be reached and the means by which to do so. It is the projection of the ideal that establishes a target for which the system should reach. Once the target is established, the resources can be forecast, and constraints can be identified, keeping in mind that the intent is to come as close as is humanly possible to hitting the target dead center.

The projection of the ideal is accomplished as a prerequisite to setting goals and determining means. Projecting the ideal is a repetitive process; that is, an ideal projection once made cannot be looked on as a final product. The projection of the ideal system should be done annually. In this way it is possible to continuously update the system, keeping it headed in the right direction. It is the ideal

projection for a system which sets the long term goals for the system. The ideal projection sets forth the total system as the planners would hope to see it in operation at a future date. This includes an operational description of each of the elements in the system, with specifications for the desired interfacing among the elements. This ideal projection is an integral component of the needs assessment. Needs are assessed very simply by comparing what is, with what the designers deem ought to be. The discrepancies between what is in the real life situation and what ought to be as conceptualized in the ideal projection constitute the assessed needs. These needs, in turn, are converted to expressions of objectives to be achieved and the task then becomes one of devising means for achieving these objectives. The ideal projection provides a basis for determining alternative means which can be considered in developing the system plan. With the accomplishment of each objective, the system moves closer to realizing the ideal. An essential element in the process of projecting the ideal is to anticipate the environment in which the ideal will be expected to function. Projecting the ideal correctional education system for the Year 2000 entails anticipating the social, economic, and political factors which will characterize the nation at the beginning of the Twenty-First Century, and predicting the nature of the criminal justice system in the nation at that time.

The State of the Nation in the Year 2000

Social, political, and economic pressures and changes in the last

20 years of the twentieth century will be greater and have more direct bearing on corrections than the cumulative changes of the first seventy-five years of the century. The correctional education systems which operate in the 1970's will be obsolete in the Year 2000. The environment in which correctional education will be implemented in the Year 2000 will be one which reflects dramatically changed concepts of employment, family, housing, and mobility.

Employment will no longer be conceptualized in terms of work for pay. Rather, the employed will include those who work for pay, and those who work without receiving monetary remuneration. The guaranteed annual income will be a reality. More time will be devoted purposely to leisure. The formal work week will be greatly reduced, averaging three 10-hour days per week. Money in the form of script and coins will no longer be used. All income and expenditures for individuals, families, companies, and agencies will be centralized and computerized. The great migrations to new frontiers will be the themes around which the great novels are written. Televuephones will be commonplace. Great changes will be made in the technological developments which provide the foundation for transportation and communication. Space and sea explorations will constitute major forces in the national growth. Great political struggles will dominate the internal scene while major power struggles between the dominant nations of the world will characterize the external activities of the government.

Patterns of housing will be changed, reflecting factors of environ-

mental protection and the space and sea explorations. Mobility will be a dominant characteristic of the Twenty-First Century, and with increased mobility will come the death of the extended family. Coupling will take the place of marriage and the family. The single parent will be taken for granted. The average life span will be significantly increased, and full medical care and health service will be within the reach of every individual. A high standard of living will have as its counterpart a high rate of inflation. The great wars of caste and class will be a thing of the past.

The changing social and economic scene will be accompanied by a concomitant change in the personality of the nation's populace. These changes will be reflected in a changed concept of criminology, a change in the nature of crime. As more and more people are crowded into the same land mass, the resulting problems will be great. One major problem will be an increasing constraint on the person's capacity to relate. It will be necessary for the individual to be able to deal with people, ideas, and things without becoming involved. The process of internalizing values will be greatly changed. The survival of the fittest value system which characterizes the urban ghettos will continue to be a dominant pattern of most of society. As discriminatory social conditions are minimized, there will be corresponding reductions in crime rates and changes in the nature of crime. Thus the improvement of educational and employment opportunities for the young, the blacks, women, and other minorities will reduce the incidence of frustration property

crimes. Control over private ownership of firearms coupled with improved urban housing and reduced urban crowding will have the effect of reducing crimes of violence.

The major variable contributing to the amount of crime in the 1970's was the number of persons between the ages of 15 and 30, the prime time for crime. As the percentage of persons in these age groups declines, property crimes will drop correspondingly for this age group. At the same time as the single-parent child rearing practice becomes more commonplace, this change in family pattern will be reflected in an increase in delinquent behavior, particularly on the part of the very young. The increase in female crime will continue during the last part of the twentieth century, as will the increase in middle-class and white collar crime.

Corrections in the Year 2000

The year 2000 will witness a reexamination of correctional philosophy and objectives of corrections. There will be a significant decrease in punitive objectives and the use of correctional sanctions, compared to the 1970's. The major trend will be away from punitive prisons to humane community settings. A major step will have been taken in differentiating between crime and corrections. It will be clearly recognized that corrections is that part of society's agencies of social control that attempts to rehabilitate or correct adult criminals and juvenile delinquents. Corrections will function with

social and legal authority after a violation of law or legal sanction has resulted in an adjudication of guilt or delinquency on the part of the offender. Protective services for children within the welfare department, the juvenile aid bureaus of the police department, and private agencies will serve correctional functions. Protection of society will continue to be the dominant mission of corrections. However, it will be recognized and accepted that to protect society corrections must be concerned with changing the behaviors of individuals who damage society and themselves through acts that are so much in violation of the social mores and norms as to be in actual violation of the legal codes. Corrections will be society's attempt to correct or control criminal behavior. Criminology will continue to be the scientific study of criminal behavior. As the nature of crime undergoes change, the substance of criminology will change.

Correctional programs in the seventies were primarily based on coercion. Behavior is purposeful and, therefore, a person must accept responsibility for what one does. Implementing this basic assumption, corrections in the Year 2000 will rely on a contractual model with motivated volunteer clients who will know that their participation will not reduce the social sanction of their offense, but that it may benefit them by developing their ability to act more responsibly and with less negative consequences in the future.

There will be increased reliance on the local community. Juvenile offenders will be committed to individual foster families. It may be

that the foster family, in fact, will be a single-parent family. Citizen volunteers will support youth and adult preventive programs. Restitution contracts for property offenders will be negotiated by private business concerns. Volunteers will work with offenders without families to facilitate social skills development. Corrections will rely almost entirely on the private sector. All correctional programs will be operated by private organizations under contract with local or state agencies, with private operators monitored against quality standards developed by federal and state agencies. The reliance on incarceration as a primary method of responding to crime will be greatly decreased. The experiences of the seventies, when a movement toward large installations was the prevailing pattern and costs were staggering, will not be repeated. Rather, the institutions will be small, the largest having less than 250 inmates. Parole will no longer be used. Sentences will be short, compared to the average sentence of the seventies. Sentences will be fixed. Probation will be administered by agencies of law enforcement. Probationers who desire to participate in educational programs will do so by contracting with the sentencing court and the educational institution.

The Year 2000 will see a virtual elimination of the debilitative effects of institutionalization of the vast majority of social offenders, minimization of the destructive impact of separation from family and community, and increase in opportunities for offenders to relate and adjust in the community. The dream of the abandonment of the prison

will become a reality.

Conclusions

Correctional education is on the summit of the past, looking to the horizons of the future. The successes of the past have laid a firm foundation and established a solid basis for progress toward the future. The key to meeting the challenge of opening the door to a future oriented system of correctional education is planning. We can meet the challenge by planning today the correctional education systems we will implement tomorrow. This is a challenge not easily met, nor lightly taken. It is a challenge which calls for adaptivizing planning. It calls for the development of plans capable of responding to the unknown features of a world which is as yet unborn. The challenge is great; the reward will be untold.

Correctional educators have the capability for meeting this challenge. By planning today the systems which will meet the needs of the youthful and adult offenders of tomorrow, we can ensure having delivery systems which are in tune with the times rather than providing programs already outdated by the time they go into operation. Plans which are developed for today are out of date before they are ready to move from the drawing board to the action arena. Plans which are made for an anticipated tomorrow have the potential for being compatible with the real-life environment in which they are to be implemented. By always looking to the future, a future some twenty-five years away,

when plans are being developed, there is a built-in guarantee that there will be adequate time to prepare for implementation. This means that in the final analysis the setting is ready for the plan and the plan is geared to the setting. The key to success is in planning for a future which, as yet, exists only in the eyes of the planners.

With this kind of systematic, adaptivizing planning, the challenge of correctional education can be met.

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Footnotes

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CHAPTER II

THE IDEAL CORRECTIONAL EDUCATION SYSTEM FOR YOUTHFUL OFFENDERS: A LOOK TO THE FUTURE

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Introduction

It is a real challenge to consider the future of education for juveniles in corrections. People who work in corrections often find themselves too busy with the crisis of the moment to be able to look toward planning for the future. However, if we are to make the giant strides forward that are needed by corrections, we must look to the future now and begin to plan.

The Ideal System[1]

The ideal system for educating juveniles who find themselves incarcerated in the juvenile corrections system will be a planned one. It will be a system designed to meet the needs of a very special segment of juveniles.

The juvenile males and females who end up in the correctional systems of the 1980's will be those who have failed in all possible community programs. They will be those with whom everything else but incarceration has been tried or even, regretfully, those with whom incarceration has been tried before. The education system will be designed to meet their "hard core" needs.

From admission to release the institution will be geared to preparing the juvenile for a positive life style in the community. The system will emphasize the positive attributes of each juvenile. Per-

sonal motivation to success will be the key. An organized and total support system will be fully available in the beginning stages of incarceration and will be phased out to the appropriate degree of independence as the juvenile nears release. Individual programs will be planned for each juvenile as he enters the facility or system and as appropriate activities and skills are determined.

The ideal system will produce specified ideal behaviors of the juveniles on release. These behaviors will be achieved through a combination of elements including staff, functions, hardware, software, facilities, finances and climate.

Ideal Behaviors for Clients

The juveniles who find their way into the corrections system will be those for whom other alternatives have not worked. When they leave, they will adopt a positive life style that will not lead to their involvement with either the juvenile or adult criminal justice system again.

Positive behavior of and toward self is the first area of concern. The second area is positive behavior toward family, peer groups and society in general. The third area is successful coping with the demands of society in terms of the academic and vocational skills necessary for survival.

The ideal behavior of a client upon leaving the corrections environment includes a respect for him or her self.

Anthony Starr says, "People who do not accept or like themselves, or who assume false identities, do not easily form satisfactory relations with others."

Since one of the desires for ultimate outcome is successful performance in society, the start needs to be made with how the juvenile feels about himself.

Positive behaviors in relationships with others are an essential element to develop. Destructive peer relationships or peer relationships for a destructive purpose have often been involved in the delinquent act which led to the incarceration. The ideal behavioral outcome in this area is positive interactions with peer groups as well as the available family structure. The client would respect and respond to family interactions, to friends, neighbors and the societal forces around him.

The client will be prepared to behave responsibly in society by accepting an appropriate role consistent with his age and real abilities. For some this may mean continuing their education at an appropriate level in preparation for an economically independent future. For others this might mean moving into a working situation in which they could successfully compete. For a few, this may mean integration into a formally designed community support system for maintenance.

Given the above, a totally well-rounded client will emerge. He/she will be one who has a positive self-image, who is prepared to establish and maintain constructive relationships among the family, peer groups

and society at large and one who is ready and able to fulfill his/her role in society.

Ideal System Elements

To accomplish the above a well planned and organized program of many elements is needed. Only the combination of a well designed facility, and necessary functions or programs with necessary equipment, staff and financial support, will produce what we desire for the juvenile of the 1980's.

Ideal Facility

The ideal facility will be relatively small with a capacity of 100-125 juvenile offenders. This small size allows for personal knowledge of and attention to each juvenile. Each person on the staff can be aware of the juvenile's total program and can therefore best support and maintain the total effort. The facility will have the capacity for being either co-correctional or single sex. When at all feasible, there should be some facilities maintained on a co-correctional basis. However, each juvenile corrections administrative group such as a State Corrections Department should also have the capability of reverting to single sex facilities for those juveniles whose interests are best served by that environment. The facilities will be located as close as possible to the home areas of the juveniles to allow for mutual work with any available family members as well as consistent followup by knowledgable personnel when the juvenile leaves.

The space designated for education will be easily accessible and will, in fact, be the core of the operation.

Classroom space will be a combination of pre-designated class, office and private areas and open flexible areas which may have a variety of changing uses. Recreation facilities should also be a combination of pre-set facilities such as a gym, pool and sports "courts" and flexible multi-use areas for other leisure endeavors such as arts, crafts and specialty courses in dance, drama, yoga, and others as they are available or as interest is evident. Since most facilities will be close to metropolitan areas, the resources of those areas should also be included when designing the facility itself.

Many innovative designs could meet the above requirements. Energy conservation through solar heating and cooling could also be a functional part of the overall design.

Ideal Functions or Programs

The ideal programs will encompass three distinct yet inter-connected phases. These begin with the orientation/diagnostic phase which is a prerequisite for the next phase. The intermediate phase includes basic academic and skill areas, social interaction, and leisure time/health activities. The final phase emphasizes release readiness and integration with family and appropriate community service areas.

To provide stability for the juvenile especially during the initial phase, a member of the educational services team would be assigned to

each new commitment. This staff person would devote his/her time to making the new person feel less lost in the melee of the process of orientation. A juvenile close to release would also be assigned as a companion for the new person. The staff and juvenile guide would be responsible for introducing the new one to the facility in almost a brother/sister/parent relationship.

After approximately one week of familiarization with his/her two assigned guides, the new commitment begins the formal orientation and diagnostic program. The orientation phase begins with a formal and thorough explanation of the opportunities and services offered at the facility. Formal testing occurs including psychological, intelligence and academic standing. A diagnosis of needs is made and any additional testing needed is done.

The education staff will look particularly for emotional barriers to performance and for specific learning disabilities. As much of the information found would be shared with the juvenile as would be professionally expedient.

At this point an individual program is designed for the juvenile making full use of the diagnostic results and being tailored to his interests as well as his approximate length of stay.

After approximately four weeks the new juvenile commitment is ready to begin his/her formal program. Conferences will be held frequently with instructional and counseling staff to insure that use is

made of the test findings and diagnoses.

According to his/her needs and interests, he/she might be involved in the following activity: academic instruction will involve individually prescribed instruction in all academic areas to bring the juvenile up to his/her appropriate educational level up to and including High School Graduation. Special emphasis will be placed on reading skills where needed to provide a base for other learning.

Career and skill exploration would be available for the purpose of acquainting the student with the career opportunities available not only in this facility but in his home area. When possible some minimal involvement in institution maintenance will provide a work discipline as well as some hands-on exploratory training.

For those students old enough and prepared enough to begin actual skill training, local training facilities will be used. Equipping a variety of occupational training programs for this small population would not be economical. To have only one or two training programs would be extremely limiting to the students. Therefore, the facilities of the area are not only the least expensive means of providing skill training but also allow for reintegration into the community to begin.

Emotional needs will be served by a variety of counseling programs designed to meet the students' specific needs. These services will range from psychiatric services through discussion groups. They will be designed to alleviate specific emotional distress as well as to provide a forum for discussing ordinary everyday problems relating to

self and/or peer relationships. Whenever possible members of the juvenile's own family unit will be involved in some of the counseling process. The development of a strong base of community support for the juvenile is a prime objective. The family is the first choice for this support base. If no family is available, efforts will be made through this program to acquaint the juvenile with the other resources available in the community which he/she may use. These resources should be tied to specific people whenever possible. It is not enough for the juvenile to know that the impersonal service is there. He/she must perceive it as a human reality and this can best be accomplished by a personal introduction to the service by someone who provides it.

The personal development of each person will be stressed in both group and individual sessions. Activities that are designed to foster growth in specific need areas will be used.

Positive social relationships will also be dealt with. The juvenile will be encouraged to develop the positive aspects of peer group relationships and to perceive as destructive and avoid the gang violence so often attached to social relationships at this stage. Satisfactory family relationships or other support mechanisms as they are developed through counseling and which meet the juveniles basic needs will alleviate some of the other ways these needs are met.

The total institution staff will be conscious of positive behavior from the juveniles and will constantly reinforce that behavior on an informal basis, much as a family reinforces the "good" behavior of one

of its members.

Health and leisure time activities will also be available on both a structured and non-structured basis. Specific programs might be recommended for the juvenile to meet a diagnosed need; for example an exercise and diet program for an overweight person. A small, underdeveloped person might take exercise and weight lifting. Team sports and activities for everyone will provide an opportunity for an organized and supervised "clinic" on interpersonal relationships as well as providing needed physical fitness.

Quiet sports and crafts will also be provided as a means to discover hidden talents and promote self realization.

Emphasis will be placed on crafts and sports which do not involve large or continued outlays of money when practiced in the community. The positive use of leisure time must be realistic for the juvenile to continue on a very limited amount of funds.

All of the previous programs will come together in the final phase of readiness for release.

Family counseling and/or other work with community service areas will be intensified as release nears. The frequency of trips into the community will increase. These trips can be for a variety of purposes such as increasing family contacts or personal contact with available community services. This is also an appropriate time for study and/or work release programs. All possible community programs available will be used and appropriate supervision must be provided. Supervision

should be appropriate to the activity and to the needs of the student. Close supervision used at the outset should be decreased to the point where it is almost non-existent by the time the student is ready to leave.

When the student leaves the facility, staff at the facility who worked most closely with him should maintain some contact and support in the community. Too often helpful relationships which have been built through time and close situations are abruptly severed upon release. The offender needs the security of those relationships to cope with the first traumas of living completely in the community. Especially those offenders who lack a personal support structure of family or other human relationship should receive close attention.

It should be emphasized that this continuing support be presented in such a way that it is not perceived as "watch dogging" or to usurp the duties of the parole officer, but as a continuation of developed support mechanisms. Like all other forms of support it should be slowly phased out as the juvenile becomes fully able to make it on his own.

Thus the ideal program for a juvenile facility will be a three phase endeavor beginning with the orientation/diagnostic phase through the intermediate phase of academic and skill building programs as well as leisure time/health activities and social interaction opportunities. The final program phase is devoted to adjustment and integration into the community.

Equipment

The facility will be fully equipped with modern up-to-date hardware and software. The teaching materials used will reflect the current interests of the age group while being written on appropriate levels. Academic programs will be enhanced by teaching devices as well as a variety of software. Each facility will have video capability to both show and produce educational sequences. It will also be useful for "see-yourself" aspects of counseling. A hands-on exploratory occupational system will also be available.

Staff will be encouraged to develop their own curriculum within given guidelines and utilizing various combinations of available materials. No program or set of materials will remain static but will constantly be adapted to better meet the needs of the juveniles.

The facility will be well furnished in bright colors with mobile flexible furniture. Especially in the multi-purpose educational areas, the furniture must be capable of re-arrangement to serve many purposes.

Staff

The staff in the ideal facility will first of all have essential human values. They will be caring individuals who are dedicated to the service of those in their care. They will be warm and giving to the juvenile--quick to praise and slow to censure. Perhaps most important of all, the entire staff will provide an atmosphere of consistent discipline where the juvenile knows what to expect and receives a fair application of the

rules.

In addition to their "human qualities" staff will have appropriate professional qualifications. All education staff will be degreed in their teaching areas with masters preferred and experience in working with people with special needs also preferred.

Special emphasis on in-service training will be a trend of the future. Especially in this facility it is imperative that the services be a coordinated staff effort. This coordination will only be achieved with frequent in-service training sessions so that each problem is approached consistently with the same method across all staff lines.

The essential staff in this facility to promote education for the juveniles will include a psychometrist, a psychiatrist, two psychologists, four recreation staff, and eight education staff members. Appropriate support and administrative staff are of course essential and must be included in planning and in-service training so that the approach to the juvenile is totally coordinated.

Financial Support

Given the previously listed educational staff and programs the yearly budget required will be at least $300,000.00. This figure does not include the initial expenditure for educational equipment and supplies but only reflects continuing salary and operating costs.

The current trend toward zero-based budgeting is expected to continue making evaluation an essential part of the budgeting process. The

facility as a whole and the educational programs in particular will have to show that the juveniles have acquired the desired behaviors and accomplished the objectives of the programs. Continued funding will be contingent upon program results.

Climate

Perhaps the most important item in a total educational program for juveniles is the overall climate of the institution. What is the atmosphere generated by facility, staff, programs and even the juvenile offenders themselves?

It should be one of activity, excitement, caring. There should be openness between the juveniles and the staff where discussions and counseling on an informal basis occur as often as on a formal basis. Positive activities such as learning must be perceived as the "thing to do."

Staff is the most important factor in establishing and maintaining a positive climate. They must not only accomplish their professional duties but do so in such a manner that they continuously contribute to the positive climate. In such an intense atmosphere as will be developed, staff must be continuously giving of themselves and that will be the most difficult demand that is made of them.

Conclusion

Time has now been taken to look ahead to the needs of the young men and women who will be incarcerated in the juvenile corrections systems of

the future. A plan has been outlined to meet those needs. Certain behaviors of the juvenile will be the outcome of the plan and those will be achieved through a combination of elements.

The facility, the staff, the hardware and software, the programs, the finances and the climate all join together in a planned systematic attempt to meet the needs of the juveniles of the 1980's.

Footnotes

[1]The format used for this paper is the one set forth by Dr. T. A. Ryan in Generalized Planning Model for Corrections, University of South Carolina, Columbia, South Carolina, 1977.

CHAPTER III

THE IDEAL CORRECTIONAL EDUCATION SYSTEM FOR ADULTS: A LOOK TO THE FUTURE

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Introduction

> Prisons have few friends; dissatisfaction with them is widespread. They are too frequently the scene of brutality, violence, and racial conflict. And insofar as prisons purport to cure criminals of crime, their record has not been encouraging. Nevertheless, prisons have other purposes - to punish, to deter, to banish - which assure their continued survival. (Morris, 1974, p. ix)

Prisons have few friends and the situation may only deteriorate. In part, corrections has itself to blame. For many years the promise of corrections has been rehabilitation of the offender. Prisons became medical centers, vocational institutions, or schools; wardens became superintendents; guards became officers and counselors. Education and training coupled with psychological/medical care were the key to stopping crime. The only problem with this "medical" model was it did not work.

Today, another model is being proposed - "justice" is the theme. Where the medical approach centered around the person, the justice model is concerned with the process. Rehabilitation is passe. Programming, to the relief of many legislators and executive officers, can be held to a minimum. Punishment and banishment on an equally administered, predictable basis is now the placebo for the irritation to society by its "misfits." The only problem with this justice model - it, too, will fail. Even its foremost enthusiast admits probable erosion (Fogel, 1975, p. 278).

The central challenge facing corrections and correctional educators in 1977 is to prepare for a future which for the prepared will be exciting and for the unprepared, devastating. By the year 2000, just 23 years from now, corrections will have to deal with such vast changes as the following:

1. Genetic engineering. The possibility of computerized production of genetic combinations and/or genetic alteration will be a reality. When this happens, corrections will be a prime area for experimentation.

2. Continued erosion of the family. More persons with little or no family life will be sent to prison. In 1977, one out of four homes is headed by a single parent and in many states there will be one divorce for every marriage.

3. "The greying of America." The population in America is growing older. As the birthrate continues to decline, the percentage of the population over 35 will increase. The institutional population will reflect this change.

4. Value erosion or changes. As the traditional institutions and family structures decline, values of the "Judeo-Christian" tradition will be eroded. Lifestyles and values of the corrections clientele will reflect these changes. Experimental marriages, homosexual relationships, communal living, and other non-traditional forms of personal relationships will be common. Respect for truth, honesty, fairness and belief in the democratic law will decline.

The resistance to these changes will be immense. Many leaders in government, labor, and business will be overwhelmed by a world they cannot understand. Because corrections does not exist in isolation, it will be affected. The correctional educator will be buffeted so severely as to make the controversy of the 1970's seem serene.

The key to the preservation of correctional education in a

credible, viable form is planning. "Change" is inevitable; controlling change to meet the needs of persons is a matter of preparation. The purpose of this paper is to offer a look into the future a mere ten years and to suggest what the ideal correctional education system for adults may be like.

The Ideal System

> Corrections is a "human resource" organization; that is, its material is people, its product, behavior. The unique features of this type of organization complicate its structural design and management (Killinger, Cromwell, P.F., Jr., & Cromwell, B.J., 1976, p. 244).

As Ryan (1977a) has noted, the first step in managing the human resource organization called corrections is to decide what the ideal results should be. In short, the first step is a willingness to dream... to project the ideal system that will fulfill the mission of corrections in terms of protection of society by assisting clients in developing positive behaviors and potentials for release. Persons are too important to waste. The clients of corrections are persons! This central fact compels the best efforts possible in planning the ideal system for correctional education in 1988.

The ideal system, for the purposes of this paper, will be examined in seven elements: client behaviors, facilities, climate, staff, finances, hardware/software, and corrections functions. Each element must interface with every other element if the ideal system for correctional education is to be.

Ideal Client Behaviors

The concept of ideal client behaviors must be defined in terms of the knowledge, skills, and attitudes clients will have upon release from the system (Ryan, 1977a). The correctional education system of 1988 must be able to identify the system "product." This ability is dependent upon a theoretical base from which stratagies to achieve the desired knowledge, skills, and attitudes must be derived.

Clients by 1988 will be demanding "rights to rehabilitation." Kutak (1970) predicted a growing influence of the courts:

> Courts are assuming a new activism in their approach to corrections.... Four decisions this year suggest courts may take the lead in protecting the rights of prisoners with the same intensity and thoroughness that they have exercised for many years in the fields of race relations, rights of accused, and reapportionment (p. 474).

The clients of the future will need to compete successfully in society so that they will neither be a threat to society nor a recidivist to corrections. Ideally, the client of 1988 will leave the correctional education system as Ryan (1977a) states:

> ... Clients capable of achieving self-fulfillment, able to be economically sufficient, able to carry out citizenship responsibilities, able to implement family and social relationships.... Each client would have basic skills of communication and computation, be able to implement interpersonal skills in healthy social relationships, have at least entry-level job skills,... be self-directing, and be capable of decision-making and goal setting (p. 17).

In order for such clients of corrections to emerge by 1988, the correctional education system of the future will require proper facilities, well trained staff, adequate finances, adequate hardware/

software, conducive climates, and a totally complementary integration of corrections' functions. Each of these elements will now be considered.

Ideal Facilities/Climate

An ideal facility may be defined as "an installation or architectural product in which a program will be implemented, including requirements for storage, ventilation, acoustics, color, lighting, and electrical outlets." Climate is "the motivational effect of the total environment on the client, the combined impact of physical and psychological factors" (Ryan, 1977a). These two elements are being discussed in one section because of their close interrelation.

The facilities of the future will be very much changed. The "fortress prison" will, for the most part, be gone and will be replaced by smaller institutions and a renewed interest in community-based facilities (Fogel, 1975).

Corrections serves many different populations and the system should reflect those differences. Ideally, by 1988, three types of facilities should be in operation:

1. Community-based centers for non-violent, first-term clients who can profit from the community resources, yet needing some close supervision and loss of freedoms for their offenses.

2. Small, secure facilities to replace the fortress prison to house inmates whose crimes and records present a "clear and present danger" to society.

3. Community-return centers where inmates from high security

facilities would spend the last year of their sentences being gradually re-integrated into the community.

There is no easy prescription for the form these institutions will take. (In states like California, the vast system of county facilities might be incorporated in such a system.) The costs will be high, but not as high as maintaining or building more fortress structures. Program facilities can be limited to the needs of inmates and the demands of the community. Institutional needs can no longer be the basis for the opportunities for education and vocational training provided to the clients of corrections.

No matter how modern the facilities, the ideal client cannot emerge unless the climate is such to develop the behaviors required for constructive and positive participation in society. Fogel (1975) lists several elements needed in such a climate:

1. Inmate self-governance.
2. Conflict resolution.
3. Legal aid in prison.
4. Justice of administration.
5. Ombudsman.

In education and training, the clients of the future will have a much greater voice as to what is offered, where it is offered, by whom, and for how long. Educators will have to sacrifice the "we know best" tradition for a mutual, cooperative effort. The program mutually developed must be seen as the client's work and should be performed in

a work environment conducive to success.

Ideal Staff

The correctional education system of 1988 will require the most competent, dedicated persons to carry out the mission of the system. Staff will encompass agency and institutional staff, outside resource personnel, employment counselors, labor, business, and industry representatives, teachers, academic and vocational, counselors, police agencies and paid or non-paid volunteers.

A much more extensive screening process must be employed in staff selection to insure that each staff member is as free as possible from technical and psychological inadequacies that would affect the clients with whom the staff member works. In addition to technical competence each staff member should possess these basic personality characteristics:

1. Non-condemning attitude.
2. Non-possessive warmth.
3. Communicated competence and wisdom.
4. Genuine humaness, sincerity and openness.
5. Empathy, understanding, and patience.
6. Sensitivity and awareness.
7. Objectivity.
8. Flexibility.
9. Absence of serious emotional disorders or disruptive values.
10. Personal style (Orrell, 1977).

Staff attitudes and competencies directly affect the quality of the entire system. Selection processes cannot be minimized.

Ideal Finances

Finances means the amount of money needed to support a program. By 1988, budgets will be zero-based and money allocated by legislative bodies will depend on how well programs have met their stated objectives. The managers of the system must be able to accomplish the following (Cull & Hardy, 1974, p. 171):

-- to identify agency cost/benefit relationships achieved.

-- to determine funding level and mix needed to underwrite agency activities.

-- to allow for performance measurement on intra- and interagency levels.

-- to allow for determination of such cost, income and benefit information as may be required for special purposes.

Armed with these facts, the future corrections manager will aggressively seek financial support to provide adequate, complete programs to meet client needs and produce desired client knowledge, skills, and attitudes.

Ideal Hardware/Software

Equipment and machines that perform physical functions in correctional education are called "hardware." "Software" is all materials and supplies needed to enable the hardware to operate. As Ryan (1977a) points out, adequacy of hardware/software is a question

of quality, not quantity.

The correctional education system of the future will demand hardware/software to deliver the knowledge, skills, and attitudes to the client in the most cost effective way.

While requirements for hardware and software will vary, certain general types can be identified (Ryan, Hatrak, Hinders, Keeney, Oresic, Orrell, & Wells, 1975, pp. 177-180):

1. Filmstrips.
2. Slides.
3. Films.
4. Cassette tapes.
5. Overhead, slide, film, and filmstrip projectors.
6. Audio and video recorders.
7. Record players.
8. Computer assisted instruction.

In addition, future systems may include research data banks available by telephone, in-house television teaching, electronically monitored vocational programs and other devices made available by microcircuits now under development. Community-based resources must also be utilized.

Ideal Functions

Ryan (1977a) has identified three functions to be carried out by any correctional system: socialization, administration, and custody.

For decades, even though sometimes camouflaged under the guise of "treatment," custody has been supreme.

In the ideal correctional program of 1988, all functions will operate to directly benefit the client and to complement the knowledge, skills, and attitudes developed. If the desire is to assist clients to constructively return to society, these three functions must combine to achieve the mission. For example: if the mission of the correctional agency or institution is to enable clients to be economically sufficient, the role of custody is to create a safe, open environment in which skill development can take place. Administration would see that staff is so trained. Socialization would provide education, vocational training, and counseling. The effort will be unified. No longer will the uniformed/non-uniformed staff dichotomy and resultant tension be tolerated. The client will be the central issue. The functions must operate together.

Conclusion

Prisons do have few friends. By 1988, the situation can be different. The change will depend greatly on how correctional educators present the case for the client as a person whose economic, social, [illegible] and relational needs must be met. Education must stop value-[illegible]ion and put into proper perspective the changes of the future. Clients must be treated justly. Simple incarceration is not enough.

The challenge is to plan now for 1988. The purpose of this paper has been to cursively suggest what some of those changes may be. The reward will be more efficient, effective corrections - a new system of prisons with many friends, including the clients who are products of the system.

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